

THE IMPORTANCE OF DEVELOPING REFLEX IN ADOLESCENCE

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Abstract: the article illuminates the ways in which adolescents develop reflection, understand themselves, their inner state, feelings, experiences, control and regulate their actions, develop their inner world, develop communication, which occupies a huge place in the life of a teenager.

Keywords: adolescent, psychophysiological trait, reflection, reflection, self-awareness, self-knowledge, personality, self-expression.

The development of reflex in adolescence is most relevant. In adolescence, in connection with the transition from childhood to adolescence, fundamental changes in the field of consciousness, activity, the system of relations occur, changes associated with the formation of an organism during puberty, which have a significant impact on the psychophysiological characteristics of the teenager. He needs to develop reflection in order to understand himself, his inner state, feelings, experiences, control and regulate his actions, develop his inner world, develop communication, which occupies a huge place in the life of a teenager. Reflection is a self-awareness that arises from within a certain state of action associated with self-activity.

S. L. Rubinstein associated personality identification with the concepts of "reflection" and "self-awareness". Giving the individual various definitions, he argues, "in the individual's true existence, self-awareness, the individual perceives himself as a subject and calls himself "I". "I" is a holistic personality, reflected in the unity of all aspects of being, self-awareness... As we can see, an individual is not born as a person; he becomes a person. Therefore, in order for a person to understand his path of development in its original human essence, he must consider it in a certain aspect: who was I? - What did I do? - who am I? S.L.Rubinstein's three positions of "I" at the center of understanding identity are undoubtedly reflexes. In this concept, reflection not only has the function of analyzing what happened, but also represents the "I" of a person, the path of life and, ultimately, the reconstruction and design of human life.

V. I. Slobodchikov and G. A. The peculiarities of adolescence, described by Zuckerman in terms of the holistic periodicity of general mental development, are indicated by the formation of a new type of cognitive interests that lead to the emergence of internal reflex. Reflexivity is characterized as a certain emphasis on the internal foundations of one's own actions and actions, creating the necessary conditions for changing the attitude of a teenager to the surrounding reality.

In approximately the same way, we can say that V. S. Mukhina and K. A. In the approaches of Khvostov (1997) we find a description of the social status of adolescent development. The authors write: "...the social situation itself becomes completely new directions of value in his mind – the teenager begins to intensively think about himself, others, about

society. Shifts occur on the value scale for a teenager. Everything is illuminated by a projection of reflection, especially those closest to us: home, family.

APonomarev believes that reflectivity is one of the main characteristics of activity. A person becomes an object of self-control, from which it follows that reflection, like a "mirror" that reflects all the changes taking place in it, becomes the main means of self-development, the condition and method of personal growth. Analysis of the work of psychologists and teachers has shown that adolescents develop the ability to think, which is manifested not only in the analysis and understanding of their educational activities, methods of mastering concepts, but also in the ability to self-observe. Therefore, it is necessary and possible to develop reflexive skills in adolescence. During adolescence, reflex develops particularly rapidly, allowing the adolescent to explore his own mental processes and personal characteristics that are manifested in communication.

Hence, the specificity of this phenomenon for a certain age can be seen in these approaches, on the one hand, in the age characteristics of adolescents, there is a sufficient need for the emergence of reflection as a mental reality, on the other hand, the weak development of adolescents. We theoretically synthesized individual descriptions of the conditions for the development of reflexivity and projected this on the characteristics of personal reflexivity. The following basic conditions are defined:

- dialogue, that is, conversation between equal subjects;
- active participation of individuals; - unusual or puzzling situation for a person;
- the need to involve other people in the study of their answers or beliefs;
- openness of one's own experiences and thoughts before other people;
- the possibility of having a conscious understanding, in other words, of working on the interpretation of contexts;
- the balance between the problematic nature of the situation and the support of the individual and this requires effective feedback;

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